AETNA

ADULT EDUCATION AND TRAINING IN NORTHERN ALBERTA

Workshop Report
Athabasca
June 21 - 23, 1982

NORTHERN ALBERTA
DEVELOPMENT COUNCIL

86-01573/

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Alberta

NORTHERN ALBERTA
DEVELOPMENT COUNCIL

September 30, 1982

Over the past few years the Northern Alberta Development Council has received some forty briefs touching on various aspects of adult education and training. Although Alberta Advanced Education and Manpower and the learning institutions in the north have been quick to respond to a number of the specific points raised, the Council felt it was timely to convene a workshop to review some of the broad ideas and concerns presented by northern citizens.

Prior to the convening of a workshop, the Council decided to commission a background research report to provide an overview and common data base for delegate discussions. From June 21 - 23, 1982 over 100 representatives of northern Alberta communities, educational institutions, industry and government met in Athabasca to review and reach consensus on priorities and recommendations regarding adult education and training in northern Alberta.

Both the research and the Workshop noted a positive overall reaction. Delegates at the Workshop generally concurred with the researchers that "the system" operated fairly well, but there was room for improvement. Although the delegates differed with the researchers in order, intensity, and expression of system problems and solutions, the substance of their conclusions and recommendations to the Northern Alberta Development Council were the same.

This report outlines the activities of the Workshop and is presented as feedback to the delegates and as general information of interest to northerners. The Council will now complete the review process by presenting and discussing certain recommendations with responsible Provincial Government agencies.

Elmer Borstad

Elmer E. Borstad, M.L.A.
Chairman

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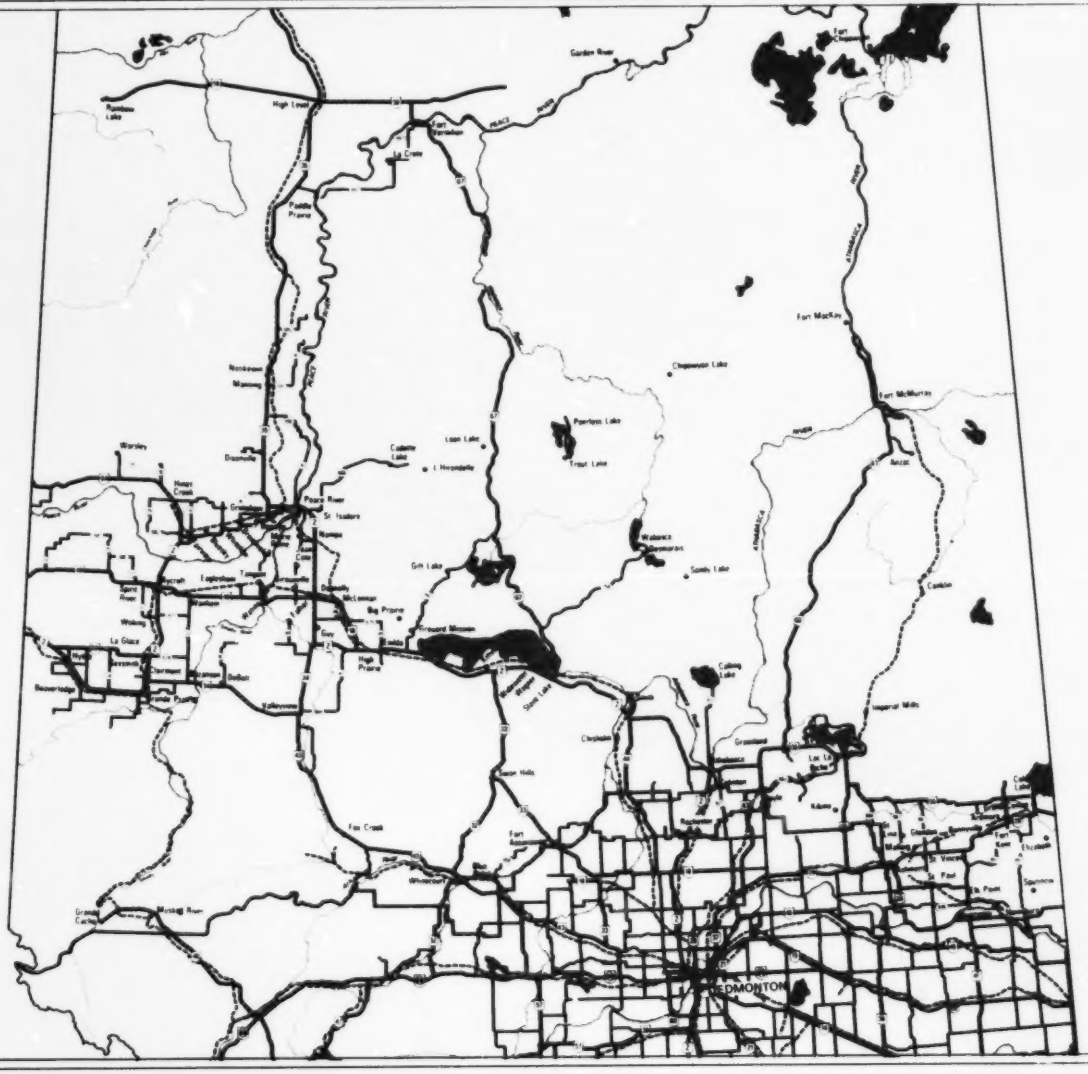

NORTHERN ALBERTA DEVELOPMENT COUNCIL AREA

COMMUNITIES WITH POPULATION OVER 50 - 1976 CANADA CENSUS

PRIMARY HIGHWAY — SECONDARY ROAD — RAILWAY

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WORKSHOP AGENDA

MONDAY, JUNE 21

12 Noon Registration, Athabasca Inn

12:30 P.M. Meeting with Small Group Discussion Leaders and Recorders

1:30 P.M. Opening Session
- Elmer Borstad, M.L.A., Chairman, N.A.D.C.
- Tony Schinkinger, Mayor, Athabasca

2:00 P.M. Overview of Background Report
- Resources Management Consultants Ltd.

Chairperson: Peter Erasmus, N.A.D.C.

3:30 P.M. Reaction Panel to the Background Report
- Fred Speckeen, President, Fairview College
- Randy Gossen, Manager, Cold Lake Pilot Project, Esso Resources
- Pat Larson, Principal, Community Vocational Centres, Slave Lake

Chairperson: Joanne Mitchell, N.A.D.C.

4:15 P.M. Session A Discussion Groups "Comments on background report"

6:00 P.M. Social

TUESDAY, JUNE 22, 1982

8:30 A.M. Feedback on Session A
- Paul Piquette, AVC, Lac La Biche
- Lynn Marler, Athabasca University

Chairperson: Victor Young, N.A.D.C.

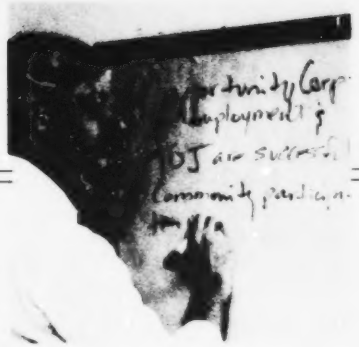
9:00 A.M. Keynote Address
- Prof. Bob Carney, University of Alberta

Chairperson: Barry Lazoruk, N.A.D.C.

10:00 A.M. Session B Discussion Groups "What is working well in AETNA"

11:00 A.M. Session C Discussion Groups "Issues and gaps in AETNA"

12 Noon Lunch



1:00 P.M. Feedback on Sessions B and C
- Wayne Shillington, Lakeland College, Bonnyville
- Lorne Larson, CVC, Slave Lake

Chairperson: Wally Holowack, N.A.D.C.

1:30 P.M. Session D Discussion Groups "Delegate recommendations for AETNA"

4:00 P.M. Breakaway Discussion Groups

7:00 P.M. Community Hall Supper
- Remarks: Stephen Griew, President, Athabasca University

Chairperson: Barbara Wilkinson, Vice Chairman, N.A.D.C.

WEDNESDAY, JUNE 23, 1982

8:30 A.M. Feedback on Session D
- Ron Scrimshaw, Foothills Pipeline

Chairperson: Norm Weiss, M.L.A., N.A.D.C.

9:15 A.M. Feedback on Breakaway Sessions
Chairperson: Christina Jones, N.A.D.C.

9:30 A.M. Session E Discussion Groups
"Priorities for implementation"

11:15 A.M. Feedback on Session E
- Al Bromling, Fairview College

Chairperson: Dick Upham, N.A.D.C.

12:00 Noon Conference Summation
- Dave Young, Fort McMurray School Division

Open Discussion
Chairperson: Elmer Borstad, M.L.A. Chairman, N.A.D.C.

OPENING SESSION

Elmer Borstad, M.L.A., Chairman of the Northern Alberta Development Council welcomed the delegates to the Workshop on Adult Education and Training in Northern Alberta (AETNA), and explained the role of the Council as an advisory body to the Provincial Government. After greetings from the Mayor of Athabasca, Tony Schinkinger, the Consultants were asked to present their background report.

RESEARCH REPORT

Consultants Myroslaw Kohut, Bob Campbell and Mary-Lou Marino of Resources Management Consultants Ltd., presented the delegates with an overview of their report entitled

DAY ONE

"Adult Education and Training in Northern Alberta." It was noted the report was over a year in preparation and was directed by a Steering Committee consisting of:

- Jerry Archibald, Northern Development Branch, Peace River
- Roger Jackson, Northern Development Branch
- Ted Langford, AVC, Lac La Biche
- Eugene Dextrase, R.E.D.C., High Level
- Amy Zelmer, Vice President, University of Alberta
- Rollie Seville, Alberta Advanced Education and Manpower
- Jake Harder, Alberta Education
- Harold Wynne, North Peace Education Consortium, Peace River
- Michael Plumb, ACCESS
- Mike Cardinal, Employment Counselling and Relocation Services, Athabasca
- Doug Shale, Athbasca University

1. WHAT DO WE HAVE NOW AND HOW WELL DOES IT WORK?

The consultants found that the system of adult education and training in northern Alberta works well; programs and facilities in place meet a need. However, the service in some cases does not go far enough. Remote northern communities, in particular, are without adequate education for adults; programs for disadvantaged Natives need improvement.

Strengths in the system:

- facilities for instruction
- range of courses
- employment oriented training
- community interest/public participation.

Weaknesses in the system:

- extent of programs for Natives
- level of funding for off-campus programs
- problems in basic education (K-12), especially in remote communities
- public communication, counselling and community awareness of programs
- retention of professional manpower
- level of financial support for northern students who leave home to study.

2. WHAT WILL WE REQUIRE?

RMC noted that regardless of whether rapid economic development comes to northern Alberta or not, AETNA needs some enhancement. There is a need to:

(a) Strengthen areas of current weakness

(b) Enhance programming to meet normal growth requirements in:

- basic skills/job readiness/ literacy
- skilled vocational/technical trades
- human services skills
- entrepreneurial/professional services
- university transfer/special high cost technology programs
- programs for women
- special needs, e.g., handicapped.

(c) Adapt programming and delivery to expected trends in:

- demography
- labor force and the economy
- industrial and communications technology.

(d) Respond to special demands/challenges generated by future trends; i.e., create policies and programs that are flexible, accountable and accessible.

(e) Provide programming to meet mega-project generated demand for:

- skilled trades
- project specific professional manpower
- trained manpower associated with secondary industrial demand; e.g., engineers, lawyers, doctors, teachers.

3. HOW DO WE ACHIEVE THE DESIRED SYSTEM?

The aim of the system deliverers should be "to provide high quality, effective employment-oriented education and training services to meet the needs of adults in northern Alberta, with availability and accessibility of such services

comparable throughout the area, and comparable to other parts of the Province."

RMC concluded their report by reviewing some 25 strategies that covered:

- ongoing direction for existing program delivery
- clarification of institutional jurisdictions, roles and responsibilities
- local input to programming/community facilities and programs
- regionalization of finance and decision-making
- Native education/cultural programming
- distance education
- funding.

PANEL REACTION

1. AN EDUCATION PERSPECTIVE

Fred Speckeen, President of Fairview College, stated that the research report generally describes AETNA well and is useful as a background document for discussion. However, he noted some concerns about the lack of information on colleges and the inadequacy of enrolment data. It was also his feeling that Native education merits special attention only in that it represents one disadvantaged group. He commended the report's coverage of the weaknesses in basic education, but felt they could have gone farther in describing specific vocational training concerns and the impact communication technologies will have on teaching and education.

2. AN INDUSTRIAL PERSPECTIVE

Randy Gossen of Esso's Cold Lake Project felt the major strength of the report was that it provided an overall synthesis of existing Provincial Government programs. A major criticism he had was the emphasis on mega-project development in Alberta when we now appear to be entering an era that stresses a "small is beautiful" philosophy.

In conclusion, Dr. Gossen recommended a flexible, cooperative venture toward adult education and training involving the three sectors of:

- government - to design and operate schools, programs and student support services
  - to recruit students.
- industry - to define training needs/skill level requirements
  - to provide technical assistance.
- community - to maintain contact with government and industry
  - to assist government in achieving community goals
  - to encourage citizens to take advantage of training opportunities.

3. A COMMUNITY PERSPECTIVE

Pat Larson, Principal, Community Vocational Centres, concurred with her fellow panel members that the research report described AETNA well. But she did not agree with the systems approach in the report to describe the potential future. She said it didn't matter what structure or what system you used in that "the key issue to adult education is how to make change in people."

She proposed five ways to assure meaning for people in learning:

- broader public input into educational institutions and their programs so common citizens can participate in an educational democracy
- clarification of the philosophy of adult learning so educators and students can go beyond skills training into personal development
- clarification of the definition for a client - what constitutes being disadvantaged? Who are the adult learners?
- institutions should desist from studying and implement, locally, their recommendations for programs
- community workers should be engaged locally to facilitate both student access to information and program delivery

GROUP DISCUSSIONS

Following the Panel Reaction the delegates broke into the Session A discussion groups to provide feedback on the background report. The discussion groups, which stayed together for the whole Workshop, were led by:

Group 1
Leader: Ted Langford, AVC, Lac La Biche
Recorder: Kay Long, Housing & Public Works, Slave Lake

Group 2
Leader: Cora Weber-Pillwax, Calling Lake
Recorder: Katherine Wiebe, FCSS, Bonnyville

Group 3
Leader: Doug Schmit, Keyano College, Fort McMurray
Recorder: Paul Piquette, AVC, Lac La Biche

Group 4
Leader: Amy Zelmer, University of Alberta, Edmonton
Recorder: Lorne Larson, CVC, Slave Lake

Group 5
Leader: Carey Johannesson, Gulf Canada, Calgary
Recorder: Wayne Shillington, Lakeland College, Bonnyville

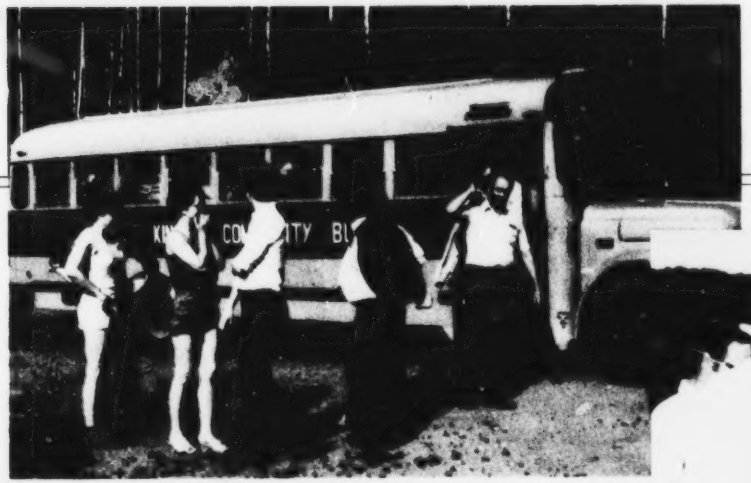
Group 6
Leader: Harold Wynne, North Peace Educational Consortium, Peace River
Recorder: Ron Scrimshaw, Foothills Pipeline, Calgary

Group 7
Leader: Jake Harder, Alberta Education, Edmonton
Recorder: Jim Woodward, Further Education Council, Athabasca

Group 8
Leader: Lachlan Phimester, Peace River School Division
Recorder: Al Bromling, Fairview College

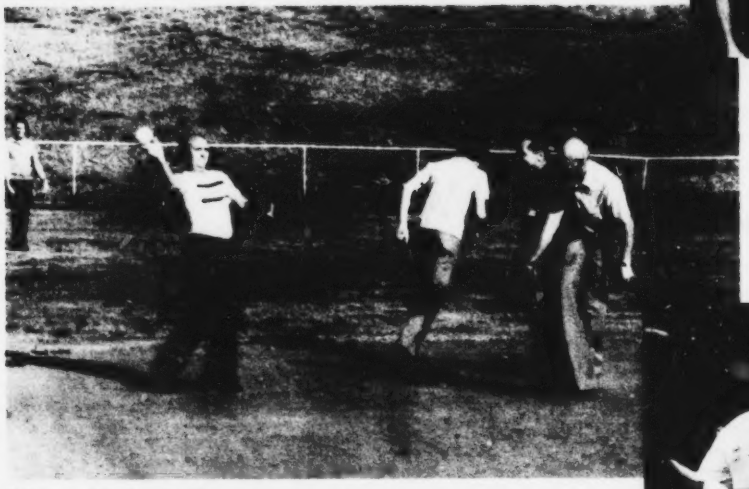
Group 9
Leader: Eugene Dextrase, High Level
Recorder: Lynn Marler, Athabasca University

THE BARBEQUE



Some people missed the bus!

Even the Chairman thought the food was good!



Who said the ballgame was mass confusion?

A think session in the open air!

DAY TWO

KEYNOTE ADDRESS

Following feedback on the Session A discussion groups, Bob Carney, Professor of Educational Foundations at the University of Alberta, addressed the delegates. He complimented the Northern Alberta Development Council on its role and pointed out that Council is helping, by such things as the AETNA review, to move people "from theory and generalizations to practical down-to-earth suggestions that will lead to real improvements in the north."

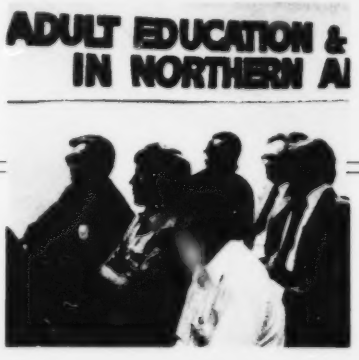
Dr. Carney then asked the question - "What training improvements are needed?" He said that the list of educational facilities and programs in northern Alberta is impressive by any standards, but felt there was a basic irony to northern advanced education, in that expenditures for community colleges and vocational centres are significantly higher for full time students in the north than elsewhere in the Province; however, post-secondary education participation rates and levels of achievement are lower in northern Alberta.

From his experience in northern education, he identified the following weaknesses:

- a lack of locally available programs, especially trades training
- inadequate information and support systems
- inadequate basic (K-12) education for remote northern communities
- inappropriate programs for Native people
- institutionally-related problems unique to northern service delivery; i.e., staffing planning, role definition.

He pointed out the north, geographically and demographically, is diverse and "what is needed in education programs is a tolerance for diversity and not a desire to come up with a formula which will lead to conformity." He felt that one must come to recognize that other family networks, cultural traditions, language codes, religious and philosophical values, community perspectives, economic viewpoints, work and learning preferences exist and that certain clusters of these are not easily accommodated within the common system of education."

Dr. Carney concluded that one basic barrier to advancement has been the inability or unwillingness on the part of educators and policymakers to extend services into new frontiers. "My own studies of such northern institutions as Northland School Division and the education system in the Northwest Territories is that educators have not been equal to providing information, strategies and processes to make new systems work for a particular clientele. Instead, educators have tended to blame the government or the client for the system's failures. I think we have to provide many more answers than we have in past and in order to do this we have to listen to the views of those we have not served as well as we might have."



GROUP DISCUSSIONS

The rest of the day was spent in separate small group sessions. Session B dealt with what was working well in AETNA, Session C with issues and gaps and Session D with recommendations to the N.A.D.C.. Four "breakaway" discussion groups were also organized focussing on communities, industry, Native peoples and a Grande Prairie College Native training proposal.

Regarding Sessions B and C and the Breakaways, the following feedback was provided:

WHAT IS WORKING WELL IN AETNA?

- courses, programs, funds and directive information
- evening, short and enrichment courses
- trades transfer programs
- industrial apprenticeship training
- industry/education institution liaison

- Opportunity Corps, pre-employment and job training programs
- community participation in Community Vocational Centres, Further Education Councils, colleges and consortia
- one-to-one counselling and tutoring
- individualized learning programs
- basic literacy programs
- Community Vocational Centres
- Alberta Vocational Centres
- training allowances
- needs identification by institutions
- General Educational Development testing
- university transfer programs
- Career Centres

ISSUES AND GAPS

(a) Community Input:

- local input into program planning
- community control over institutional delivery
- Community School Program (not widespread)
- community-based information and coordination
- meeting minimum local facility requirements.

(b) Counselling and Support:

- career information and planning to remote areas
- training that encompasses entire families
- Native role models
- N.A.D.C. Student Bursary needs to be expanded
- adult education for 15 - 18 year olds
- access to opportunities
- daycare and family support facilities.

(c) Training and Employment:

- trainee follow-up
- matching jobs to training
- industry input should increase
- employee/employer relationships.

(d) Inflexibility of:

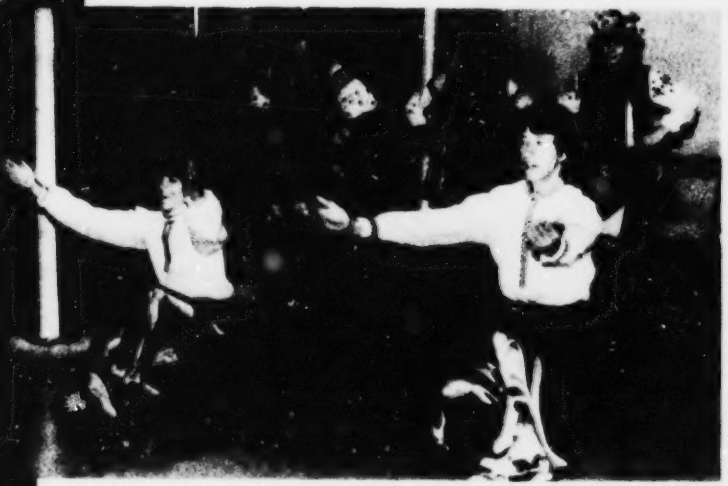
- unions
- apprenticeship system for remote delivery
- institutions - jurisdictions
  - program local delivery
  - cultural considerations
  - delivery of distance education, part-time learning programs, and continuity between programs delivered.

THE BREAKAWAYS

- The consumers of educational services should be more accurately represented on boards and advisory committees.
- Program graduates and more community and industry representatives should be invited to seminars and workshops such as this.
- Industry can offer a great deal of support to the local delivery of skilled trades training programs.
- A mobile work force for mega projects is less effective than local training support to industry.
- Education institutions must work closely with industries and communities so that relevant education planning and future delivery can take place.
- Evaluation of adult education programs should be improved so that program revision can be seen as an objective alternative to development of completely new programs.
- The new Canada Manpower Training Act will likely result in a significant move toward cooperation between all program agencies, as well as the development of more training programs in industry.
- Grande Prairie Regional College transfers 30 students a year to university engineering and commerce programs; there is room at universities for more transfer students, but GPRC has limited space for expansion.
- There is an interest in directing more Natives into the study of science, engineering and commerce; Natives have tended to study in the social sciences.
- An ad hoc committee should be formed to examine the need for a Native Education Council.

COMMUNITY SUPPER

Vice Chairman Barb Wilkinson welcoming the delegates to the community of Athabasca.



The Athabasca Ukrainian Folk Dancers were enjoyed by all.

Athabasca University President Stephen Griew provided some pertinent comments.

The meal was superb!

DAY THREE

PRIORITIES

Following feedback on possible recommendations, the discussion groups convened in Session E to review priorities for implementation. The delegates submitted a wide variety of recommendations under the following six priority areas:

- recognizing family and community values
- increasing local delivery of adult and vocational education
- increasing the quality and quantity of educational programming for Natives
- expediting a distance education network for northern Alberta
- increasing training allowances and support funding
- removing jurisdictional barriers.

WORKSHOP SUMMATION

David Young of the Fort McMurray School Division provided a summation of the Workshop for the delegates. From what he saw and heard he felt the Northern Alberta Development Council was to be complimented on the review of adult education and training in northern Alberta. He felt, however, that more community, industry and Native input to the research would have been beneficial. Regarding the Research Report it was felt that it adequately covered AETNA and stimulated discussion at the Workshop. He noted that the conclusions and strategies of the report were not universally accepted by the delegates, perhaps because the suggested solutions were deemed too institution-oriented as opposed to a user-orientation.

From his perspective, Dr. Young felt the Workshop pointed out the following issues:

- There are three parties vying for dominance in the system: government, institutions and the user; and it is opportune now to resolve jurisdictional conflicts.

- Information on programs and services is available but does not appear to consistently or effectively reach the public.
- Program deliverers are not as flexible as they should be.
- New avenues of delivery such as the consortia and specialty schools should be examined.
- Native education and basic (K-12) education remain the weak elements in the adult delivery system.
- The system should continue to be "opened up" by establishing:
  - locally governed institutions
  - local advisory boards
  - "free enterprise" in education (removing jurisdictions)
  - adult education programs for 14 year-olds and older
  - direct funding to consortia and special programs.

N.A.D.C. SUMMARY OF RECOMMENDATIONS

Following the conclusion of the AETNA Workshop, the Northern Alberta Development Council reviewed the proceedings and provided the following summary of the delegate input.

I. VALUES

A recurring point in the AETNA review was that education is a life-long process. Education cannot be isolated from an individual's daily on-going activities; i.e., family, community, work, leisure. Therefore, educational policy, especially that affecting the adult learner, must contribute to and be integrated with the multifaceted concerns in a person's life.

RECOMMENDATION 1:
In all educational programming and delivery, the integrity of the family must be protected by an assurance that provision is made for:

a) programs as close as possible to home communities
b) daycare facilities
c) family residences at education institutions
d) family relocation counselling.

RECOMMENDATION 2:

In all educational programming and delivery the role of the community must be encouraged and recognized.

II. LOCAL DELIVERY

It has long been a concern of northern Albertans that too many private and public sector services are delivered from Edmonton. During the AETNA review, Council again heard the need for more information and better communication with the delivery agencies. By bringing the planning and delivery of adult education and training services as close to the region as possible, a better service could be provided — one more in keeping with regional needs. Decentralizing public services has been an objective of the Provincial Government and many Government departments are now administered regionally. Continued attention must also be paid to local delivery at the community level. In advanced education, northerners want to be more involved with the planning and development of programs they will use. All advanced education institutions, to a greater or lesser degree, draw from public input to design programs of instruction. What is needed is a more permanent and active public presence in program planning, development and delivery. Communities want to be assured of programming responsive to their needs. One common characteristic of responsive programming noticed by the Northern Alberta Development Council is uncommonness; i.e., programs that differ between communities/regions.

RECOMMENDATION 3:

In order that northern communities and advanced education institutions serve as partners in the control of the direction and focus of adult education and training, communities should be given the authority to elect or appoint broadly representative steering committees, where those do not exist now. These committees should be responsible for giving direction and focus to delivery agency activities. This should apply first and foremost to Alberta Vocational Centres and Community Vocational Centres but should also be considered for other institutions. Specifically the steering committees would:

a) act in an advocacy role with respect to services needed by local communities, including carrying out of periodic need assessment studies among service target groups

b) assist service delivery agencies, as third party members, on evaluations of the effectiveness of adult education and training services among users of these services in the communities.

RECOMMENDATION 4:
The existing consortia, which have shown great promise, should receive enhanced assistance in carrying out their mandates. Consideration should also be given to expanding the concept to the northern area not now receiving consortium service.

RECOMMENDATION 5:
An improved information/liaison mechanism between advanced education institutions and northern Alberta communities, especially remote communities, should be a priority. The intent should be to maximize the public's access to existing programs by individual students. Local liaison officers in remote communities should seriously be considered.

RECOMMENDATION 6:
The Provincial Government should expand facilities and mechanisms to deliver industrial and vocational education in northern Alberta, possibly through mobile labs for trades training. Futhermore, this enhanced vocational education should be available to all community residents, including secondary school students in remote communities. The Vocational Up-grading and Carpentry Training program at Alexander Indian Reserve should serve as a model.

RECOMMENDATION 7:
Transfer programs between northern institutions and their southern counterparts, such as NAIT, SAIT, and STONY PLAIN, should be increased, especially in the area of technologies training.

RECOMMENDATION 8:
The Provincial Government should consider adopting the concept of community adult learning centres for remote northern Alberta communities. These centres could incorporate the activities of the Community Vocational Centre, Further Education Council, Community School and Education North programs, where appropriate. A pilot project should be established to test the concept within the next two years.

RECOMMENDATION 9:
The Provincial Government should maintain and strengthen its training and auxiliary support programs designed particularly for remote northern Alberta communities; i.e., Community Vocational Centres, Employment Relocation Counselling, Opportunity Corps. Furthermore, the Government should ensure that these successful programs remain oriented to the remote north and not diluted for application elsewhere.

RECOMMENDATION 10:
In order that all northerners have access to counselling information on advanced education and training, the Provincial Government should assure the delivery of career counselling programs, particularly in the remote communities. Such programs should be delivered locally and be relevant and useful to community residents.

III. NATIVE EDUCATION

Although there has been some improvement in education and training programs for Native northerners, they remain far behind the mainstream population in educational attainment. This problem becomes more acute when one notes that the working age Native population is increasing at a faster rate than non-Native. It is recognized that Native Albertans are not the only special needs group, but in northern Alberta, at least, they represent the group with the greatest needs. The Northern Alberta Development Council supports any measure that achieves a higher training level for Natives, thus providing a better opportunity for their participation in economic development of the north.

RECOMMENDATION 11:
Native participation in programs should be increased by:

a) adjusting entrance methods
b) priorizing programs according to community needs
c) improving support systems to Native students/families.

RECOMMENDATION 12:
The Provincial Government should enhance efforts to address the special problems of Native children in the basic (K-12) school system. A particular concern that should be addressed is the high dropout rate, particularly in remote communities.

IV DISTANCE EDUCATION

A new frontier in education is being crossed using innovations in communication. Nowhere is this advancement more crucial than to the remote and isolated areas of Canada. The provincial body responsible for distance education, commonly known as ACCESS, is recognized nationally as a leader in the field.

RECOMMENDATION 13:
ACCESS should be given direction to advance the development of an effective distance education network for northern Alberta. The objective would be to improve northern exposure to programming and new technology. Specifically, the network should include the installation of computers, telecom links and other hardware in community learning centres, supported by training of local operators.

V. FUNDING

The higher cost of living and a higher cost of program delivery are facts of life in northern Alberta. There is also the need in some sectors for strong incentives to encourage training and movement to employment. It is recognized that the per capita investment in northern Alberta facilities and allowances in the past number of years has been higher proportionately than for some areas of southern Alberta. But the outcome is the dollar determinant; there is much evidence that more must be done to train, attract and retain northern professionals.

RECOMMENDATION 14:

The Provincial Government should make vocational education funding available to school boards to cover grade ten students who need such services.

RECOMMENDATION 15:
Training allowances in northern Alberta must reflect the higher cost of living. Financial differentials provided to married trainees must also be increased.

RECOMMENDATION 16:
The Provincial Government should encourage the buying of more seats in industrial training programs at northern insitutions to be used specifically by northern Native Albertans.

RECOMMENDATION 17:
The Provincial Government should review the adequacy of financial support given directly to industry for industrial training.

RECOMMENDATION 18:
Support should be given to the Northern Alberta Development Council proposal to orient the N.A.D.C. Student Bursary Program more towards an incentive program to attract and retain needed professionals.

VI. JURISDICTIONS

Like many services responding to the public, the delivery of adult education and training in northern Alberta is not without its administrative problems and jurisdictional overlaps. For example, federal responsibility for Treaty Indians has created some barriers to Treaty Indians participating in provincial education programs. Also provincial institutions operating similar advanced education programs in a particular northern region have run into conflicts on joint sharing responsibilities, sometimes resulting

in unnecessary duplication of programs or lesser quality programming being delivered.

RECOMMENDATION 19:
A provincial industrial training plan should be developed that includes:

a) yearly strategic planning papers for the Province as a whole and its geographic regions. These papers would include information on:

- demographic forecasts and trends
- economic trends
- labour participation rates
- labour force requirements
- new policy direction.

b) flexibility and depth in direct training/retraining of individuals, given the fluctuations in local and regional economic activity.

RECOMMENDATION 20:
The Provincial Government should initiate a review of federal/provincial policy and regulations affecting training for Treaty Indians with the intent of removing jurisdictional barriers.

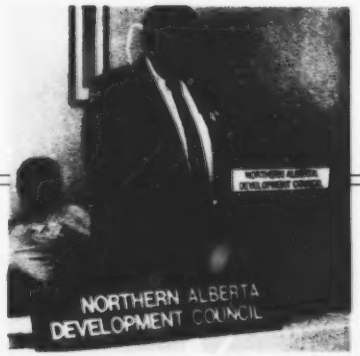
RECOMMENDATION 21:
The Provincial Government should initiate a joint review of all advanced education delivery agencies, including ACCESS, the consortia and other departments, to develop formal role statements outlining their mandates regarding:

- delivery and its initiation
- needs assessment and planning
- monitoring and control
- funding.

Upon formulation, a consultative process should be developed to reconcile any conflicting roles, in a flexible, realistic way.

RECOMMENDATION 22:
All provincially-administered advanced education institutions should evolve towards local board governance. All boards should be representative of the clientele of the institutions.

DELEGATES



Anderson, Geoff, Advanced Education and Manpower, Edmonton
Auger, Julia, Metis Settlement Association, Paddle Prairie

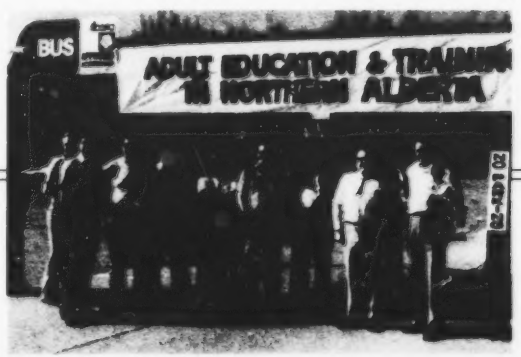
Baker, Dudley, Canada Employment & Immigration, Edmonton
Baker, Peggy, Edwin Parr Composite High School, Athabasca
Bernatzki, Roger, Fort McMurray Regional Hospital
Birch, Garnet, University of Calgary
Blackburn, Ron, Northern Development Branch, Peace River
Borstad, Elmer, Chairman, N.A.D.C , Grande Prairie
Bouvette, Ralph, Indian and Northern Affairs, Edmonton
Bromling, Al, Fairview College

Campbell, Bob, Resources Management Consultants, Ltd., Edmonton
Campsall, Margo, Northern Development Branch, Peace River
Candlish, Jane, Alberta Forest Service, Edmonton
Cardinal, Mike, Employment Counselling and Relocation Services, Athabasca
Carney, Bob, University of Alberta, Edmonton
Costello, Lynn, Keyano College, Fort McMurray
Cunningham, Chester, Native Counselling Services, Edmonton

Dahmer, John, Lakeland College, St. Paul
Devam, Sundari, Further Education Council, Colinton
Dextrase, Gene, North West Regional Economic Development Council, High Level
Dupilka, Coreene, Alberta Agriculture, Athabasca

Erasmus, Peter, N.A.D.C., McRae

Ferguson, Lorna, Fort Vermilion
Finnerty, Murray, Northern Development Branch, Peace River
Fleming, Alex, ACCESS, Grande Prairie
Fritz, Don, Shell Canada, Peace River



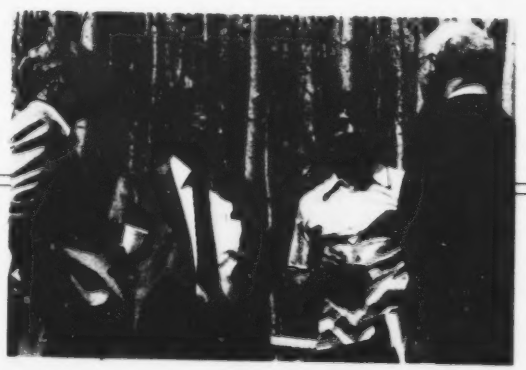
Gill, Rosemary, High Level
Gladue, Roland, Community Vocational Centre, Slave Lake
Gongos, Karl, Alberta Vocational Centre, Grouard
Gossen, Randy, Esso Resources, Grand Centre
Graves, Frank, Alberta Agriculture, Fairview
Griew, Stephen, Athabasca University, Edmonton

Harder, Jake, Alberta Education, Edmonton
Heiss, Alfred, Canada Employment & Immigration, Slave Lake
Heit, Mike, Regional Economic Expansion Canada, Edmonton
Holowack, Walter, N.A.D.C., Grande Cache
Holthe, Ron, Alberta Government Telephones, Edmonton

Jackson, Roger, Northern Development Branch, Peace River
Johannesson, Carey, Gulf Canada, Calgary
Jones, Christina, N.A.D.C., McLennan

Kohut, Myroslaw, Resources Management Consultants Ltd., Edmonton
Kolesar, Henry, Advanced Education and Manpower, Edmonton
Kriener, Gertrude, Whitecourt

Laboucane, Jeannine, Metis Association of Alberta, Edmonton
Langford, Ted, Alberta Vocational Centre, Lac La Biche
Larson, Lorne, Community Vocational Centre, Slave Lake
Larson, Pat, Community Vocational Centre, Slave Lake
Lazoruk, Barry, N.A.D.C., Rycroft
Lee, Sam, Alberta & N.W.T. Building Trades Council, Edmonton
Lever, Fraser, Tourism & Small Business, Edmonton
Lodeon, Peder, R. Angus, Peace River
Long, Kay, Housing & Public Works, Slave Lake



MacKay, Rob, Proctor & Gamble, Grande Prairie
Maloney, Dan, Northern Alberta Institute of Technology, Edmonton
Marino, Mary-Lou, Resources Management Consultants Ltd., Edmonton
Marler, Lynn, Athabasca University, Edmonton
Milligan, Geoff, Northern Development Branch, Peace River
Mitchell, Joanne, N.A.D.C., High Level
Moore, Ron, Fort Chipewyan
Moore-Eyman, Evelyn, University of Calgary
Myroon, John, Alberta Labour, Edmonton
Munro, Dean, Northern Development Branch, Peace River

Norton, Mary, Advanced Education and Manpower, Edmonton

Olafson, Arlene, Smith
Ottley, Horace, Advanced Education and Manpower, Edmonton

Phimester, Lachlan, Peace River School Division
Piquette, Paul, Alberta Vocational Centre, Lac La Biche
Plamondon, Jacques, Minister's Advisory Committee on Technical / Vocational Education, St. Albert
Plumb, Michael, ACCESS, Edmonton

Remillard, Lionel, Falher Consolidated School Division
Rowles, Dorothy, Grande Prairie Regional College

Salvo, Vincent, Grande Prairie Regional College
Schmidt, Paul, Goodfish Lake Indian Reserve
Schmit, Doug, Keyano College, Fort McMurray
Scrimshaw, Ron, Foothills Pipeline, Calgary
Seville, Rollie, Advanced Education and Manpower, Edmonton
Shannon, John, Northern Development Branch, Peace River

Shillington, Wayne, Lakeland College, Bonnyville
Shopland, Gordon, Northern Transportation Company, Edmonton
Sloan, Rick, Northern Development Branch, Peace River
Souray, Lillian, Native Outreach, Edmonton
Speckeen, Fred, Fairview College
Spronk, Barbara, Athabasca University, Edmonton
Stanley, Muriel, Carvel
Stetsko, Dan, Northland School Division, Peace River
Szpuniarski, Caron, Northern Development Branch, Peace River

Tang, Kendall, Alberta Vocational Centre, Grouard
Thomas, Allan, Alberta Labour, Vermilion

Upham, Dick, N.A.D.C., Ashmont

Vandermeulen, Dan, Alberta Vocational Centre, Grouard

Weber-Pillwax, Cora, Calling Lake
Webster, Doug, Bonnyville
Weiss, Norm, N.A.D.C., Fort McMurray
White, Wyonne, CVC Advisory Committee, Slave Lake
Wiebe, Katherine, Family & Community Support Services, Bonnyville
Wilkinson, Barb, N.A.D.C., Athabasca
Wilson, Bob, Advanced Education and Manpower, Grande Prairie
Wood, Art, Slave Lake
Woodward, Jim, Further Education Council, Athabasca
Worthington, Roy, Lac La Biche
Wynne, Harold, North Peace Educational Consortium, Peace River

Yellowknee, Adrian, CVC Advisory Committee, Desmarais
Young, Dave, Fort McMurray School Division
Young, Victor, N.A.D.C., Whitecourt

Zelmer, Amy, University of Alberta, Edmonton